

CONTENTS

Introduction	4
Year 12 Gridline	17
Year 12 Courses leading to University	18
Accounting ATAR	21
Biology ATAR	22
Chemistry ATAR	23
Computer Science ATAR	24
Drama ATAR	24
Economics ATAR	25
Engineering ATAR	25
English as an Additional Language/Dialect ATAR	26
English ATAR	27
French ATAR	28
Geography ATAR	29
Human Biology ATAR	30
Literature ATAR	32
Mathematics Applications	32
Mathematics Methods	33
Mathematics Specialist	34
Modern History ATAR	35
Music ATAR	35
Physical Education Studies ATAR	36
Physics ATAR	37
Politics & Law ATAR	38
Psychology ATAR	39
Visual Arts ATAR	40
Year 12 Courses Leading to TAFE	42
Business Certificate II	43
Creative Industries Certificate II	43
English General	44
Food Science Technology General	45
Golf Studies in Upper School	46
Materials Design & Technology (Wood) General	47
Mathematical Essential	48
Media Production & Analysis General	48
Music General	49
Physical Education Studies General	50
Textiles General	51
Visual Art General	52
Workplace Learning	53
Assessment Policy	55
Good Standing Policy	58

unit you have completed.

You will receive a 'completed' status instead of a grade for VETis course unit pairs. The notation 'completed' counts the same as a C grade. If you do not complete the requirements of a VETis course you will be awarded a 'U' notation (see above) and WACE credit may contribute as VET unit equivalence, depending on how much of the course you have finished.

Endorsed programs are not comprised of units, but a completed endorsed program is allocated one, two, three or four unit equivalents.

ATAR EXAMINATIONS

The School Curriculum and Standards Authority sets, administers and marks ATAR examinations for ATAR Units 3 and 4 in all courses.

All ATAR examinations have written papers and some also include practical, oral, performance or portfolio examinations. The practical ATAR examinations are held in the first week of the Term 3 school holidays, on weekends and the Queen's Birthday public holiday and during the second and third weeks of Term 4. Written examinations will start on the first Monday in November.

ATAR examinations provide students and the wider community with confidence about the standards achieved at the end of Year 12. They also make it possible to compare the achievement of students, regardless of the school attended.

Enrolling in examinations

When you enrol in a Year 12 ATAR course, you will be automatically enrolled to sit the ATAR examination in that course.

If you are applying for university admission, you should check that your course selections meet the entry requirements. University admission information is available on the TISC website at www.tisc.edu.au.

Certification

Folio of achievement

At the end of senior secondary schooling, all students who have satisfactorily completed any WACE course unit, VET certificate or endorsed program will receive a folio of achievement. This folio may include one or more of the following:

- WACE
- WASSA
- WACE course report (ATAR courses only)
- Award certificates achieved

The WACE indicates that you have satisfied the requirements for WACE achievement.

The WASSA formally records, where appropriate:

- the meeting of WACE requirements or a statement of literacy and numeracy
- exhibitions and awards granted
- WACE combined mark
- grades and marks achieved in course units
- VET qualifications
- endorsed programs successfully completed
- number of community service hours completed, if reported by your school
- results in WACE courses from previous years.

The WACE ATAR course report (ATAR courses only) records:

- school grades
- school marks
- raw examination marks
- standardised examination marks
- WACE combined mark
- State-wide distribution of combined marks
- the number of candidates receiving a combined mark in the pair of units.

A course that has a practical examination component will have the written and practical marks reported separately.

TAFE

Each qualification offered by TAFE is divided into two groups. The first group of qualifications require applicants to address both 'minimum entry requirements (MER) and selection criteria' and the second group of qualifications require applicants to address only the 'minimum entry requirements'. Qualifications that require 'entry requirements and selection criteria' are those where there are more applicants than places available. Qualifications that have 'minimum entry requirements only' are those where there are more places than applicants (approximately 70% of courses). Applicants for 'minimum entry requirement only' courses will only need to submit their personal information, the name of the qualification for which they are seeking entry and evidence that they meet the minimum entry requirements. These minimum entrance requirements refer to minimum Communication and Mathematics skills. These skills are described as benchmarks which are displayed using a system of dots ranging from one dot to four dots. Each course has differing benchmark requirements. Applicants seeking places in qualifications with 'entry requirements and selection criteria', will be required to address both the minimum entry requirements and the selection criteria. Selection criteria will focus on qualification pathways (maximum 29 points), work experience (maximum 29 points), and the past academic/skill

development achievement (maximum 42 points). Some qualifications require an interview, skills test or folio. A student will typically apply for up to four TAFE courses, listing them in order of preference. Selection then depends on the student's ranking compared with other applicants and the number of places being offered in the relevant course.

Minimum Entrance Requirements (MER)

Most Certificate I – III level qualifications require Year 10 or 11 academic levels for entry and scoring. Years 10 and 11 students will find it difficult to get a place in courses that require selection criteria to be addressed due to competition from applicants with higher qualifications and experience. Certificate IV, Diploma and Advanced Diploma level qualifications generally require the completion of Year 12 to meet MER and to score on academic merit in the selection criteria. All students need to have achieved a C grade in an English course.

Interested students should make sure that they access trainingwa.wa.gov.au for courses and Careers information. The TAFEs located in Perth are as follows:

1. North Metropolitan TAFE – 1300 300 822
2. South Metropolitan TAFE – 13 23 98

For information on TAFE courses, contact the Information and Career Advice Officer at any TAFE campus, or:

Department of Training and Workforce Development

Customer Service Centre

GPO Building

Level 7, 3 Forrest Place, Perth, WA 6000

PH 9224 6500

Email – career.centre@dtwd.wa.gov.au

<http://www.dtwd.wa.gov.au/>

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

Admission into university is competitive with most courses having more applicants than places. Selection for university admission for most courses is based on a student's Australian Tertiary Admission Rank (ATAR). Applicants for each university course will be ranked in order of merit based on their ATAR. What is the ATAR? The ATAR is a number between zero and 99.95 that reports a student's rank position relative to all other students of Year 12 school leaving age in the State. It takes into account the number of students with a Australian Tertiary Admission Rank (ATAR) and the number of people of Year 12 school leaving age in the population of this State. For example, a ATAR of 75.00 indicates an overall result equal to, or better than, 75% of the Year 12 school leaving age population in Western Australia. The ATAR will be calculated by adding the best four final ATAR subject results.

The table below gives an idea of what average exam percentage is required for a particular ATAR. This data is accurate for 2010, but generally can be used as a rough guide for future years.

Average Mark Across 4 Subjects	ATAR	Average Mark Across 4 Subjects	ATAR
45	51	66.7	86
49	58	68.5	88
52	62	69.6	90
53	64	70.7	91
54	66	71.9	92
55	67	73.2	93
56	69	74.8	95
57	71	76.5	96
58	73	78.5	97
59	74	80.9	98
60	76	84.4	99
62	79	86	99.2
63	80	88	99.5
64	82	90	99.7
65	84	92	99.8

MATHEMATICS ATAR COURSES: TEA BONUS

Curtin University, Edith Cowan University, Murdoch University and the University of Western Australia have recently announced the introduction of a Tertiary Entrance Aggregate bonus to encourage students to undertake the more challenging Mathematics ATAR course options, Mathematics Methods and Mathematics Specialist.

The bonus will apply to the calculation of the Tertiary Entrance Aggregate (TEA) from 2017 onwards. Ten percent of the final scaled score/s in Mathematics Methods ATAR and Mathematics Specialist ATAR will be added to the TEA, from which the ATAR is derived. Bonuses from both courses may be counted and will apply even if the scaled scores from the courses are not one of the student's best four scores.

The universities agreed that the bonus would not be implemented for the 2016 TEA calculation, as the announcement was made after the opportunity to change current Year 12 enrolments had passed.

The brochure on University Admission 2018 (for 2017 School Leavers) has been updated to reflect the introduction of the bonus and is now available from the TISC website: <http://www.tisc.edu.au/static-fixed/guide/slar-2018.pdf>

SUMMARY OF CHANGES 2016-2018

The following table summarises when the changes will be introduced.

2018 School Leavers (2019 university entry)	<ul style="list-style-type: none">➤ TEA Mathematics bonus continues.➤ Unacceptable combination rules introduced:<ul style="list-style-type: none">❖ Mathematics Applications ATAR and Mathematics Methods ATAR❖ Mathematics Applications ATAR and Mathematics Specialist ATAR
--	---

Further Information can be obtained from:**CURTIN UNIVERSITY OF TECHNOLOGY**

BENTLEY Campus
Future Student Centre
Kent Street
BENTLEY WA 6102
Tel: 9266 1000
www.curtin.edu.au

WESTERN AUSTRALIAN SCHOOL OF MINES

Student Services
Egan St
KALGOORLIE WA 6430
Tel: 9088 6179
Course Information - 1800 688 377 (24 Hours)

THE UNIVERSITY OF WESTERN AUSTRALIA

Admissions Centre
35 Stirling Highway
CRAWLEY WA 6009
Tel: 6488 2477
www.studyat.uwa.edu.au

TERTIARY INSTITUTIONS SERVICE CENTRE

100 Royal Street
EAST PERTH WA 6000
Tel: 9318 8000
www.tisc.edu.au

NOTRE DAME UNIVERSITY

Prospective Student Office
Tel: 9433 0533
www.nd.edu.au

WA ACADEMY OF PERFORMING ARTS

2 Bradford Street
MOUNT LAWLEY WA 6050
Tel: 134 328

EDITH COWAN UNIVERSITY

www.ecu.edu.au.com

BUNBURY Campus

585 Robertson Drive
BUNBURY WA 6230
Tel: 9780 7756

JOONDALUP Campus

270 Joondalup Drive
JOONDALUP WA 6027
Tel: 6304 5000

MOUNT LAWLEY Campus

2 Bradford Street
MOUNT LAWLEY WA 6050
Tel: 9370 6420

MURDOCH UNIVERSITY**MURDOCH Campus**

Prospective Student Office
90 South Street
MURDOCH WA 6150
Tel: 9360 6000
www.murdoch.edu.au

ROCKINGHAM Campus

Dixon Road
ROCKINGHAM WA 6168
Tel: 9360 7070

PEEL CAMPUS (Mandurah)

Peel Education & TAFE Campus
Education Drive
MANDURAH WA 6210
Tel: 9582 5501

CHANGING COURSES

Year 12 students are only able to change subjects in the first five weeks of the year as all Year 12 subjects are year-long. However, students doing six subjects are permitted to drop one up until the middle of June. Parents/Guardians may make appointments directly with the Deputy Principal (Staff and Administration) to begin the course change process.

LEAVING SCHOOL

Parents should be aware that in November 2005 the Acts Amendment/Higher School Leaving Age and Related Provisions Bill (2005) was enacted. The age at which students may leave school and the conditions under which this can happen have changed substantially and students may no longer just leave school at the end of Year 10. All parents who are considering allowing their child to leave before the completion of Year 12 must arrange an interview with the Deputy Principal (Staff and Administration) before withdrawing their child.

POTENTIAL IMPACT OF “TIME OFF CAMPUS”

All senior school students should be aware that certain six course combinations involve a considerable amount of time spent off campus on excursions, camps or Workplace Learning. Time spent off campus in a course can not be used as an excuse for failing to meet deadlines in other courses. Parents and students should consider the cumulative amount of time spent off campus resulting from the selected course combinations.

WORKPLACE LEARNING PROGRAM

The Year 11 and 12 Workplace Learning Program is designed for students who are preparing for entry into a TAFE, the workforce, an apprenticeship or a traineeship. The Program offers a joint school, industry and training partnership. Students work towards Secondary graduation whilst gaining workplace experience. The Workplace Learning Program offers on-the-job learning with a host employer. At Kingsway Christian College the WPL Program takes place in two week blocks in Term 2 and Term 4. Workplace Learning is an endorsed programme and is not compulsory but it may assist students to gain valuable workplace experience as well as contribute towards requirements for graduation.

ONE-TO-ONE PROGRAM

It is compulsory for students in Year 12 to bring their own device to school.

What is One-to-One at Kingsway Christian College?

A One-to-One program is where a student brings a specified device to school for use in their learning. The term One-to-One is used for a number of different programs in different schools. At Kingsway Christian College we view One-to-One as meaning that:

1. Students will bring in a device to use in their learning which meets the required specifications.
2. Teachers may provide opportunities for these devices to be used in the classroom or allow

these devices to be used alongside other classroom technologies.

3. The school will permit limited, controlled and monitored access to the school wireless network for these devices.

Details of the program, including required specifications and answers to frequently asked questions can be found at www.kingsway.wa.edu.au

For more information please refer to the One to One Technology Information Booklet available for parents.

SEQTA

This is an online service which provides parents of students in Years 3 to 12 up-to-date information on assessment results.

Assessment Feedback

In Years 3 to 12 all formative assessment results are available for you to view through the learning management system, SEQTA ENGAGE. In this way you are kept informed of when assessments are scheduled, and also the results as they occur.

To login to SEQTA Engage, click on the link **SEQTA** in the current parents column at the bottom of the Kingsway website <http://www.kingsway.wa.edu.au>, please use your username and password provided at the beginning of the year. If you have any difficulties please notify the College on seqta@kcc.wa.edu.au.

TUTORING

Tutoring is available in most subject areas for students in Year 11 and 12 and we would encourage you to contact the relevant Head of Learning Area for further information regarding days and times.

ALUMNI

Graduating students are invited to join the Alumni of Kingsway (AOK). This is a great way of staying in touch with your friends. We have over 750 members and it continues to grow.

- The site is compatible with Facebook and other social networking sites.
- It allows us to reach you for reunion invitations, no matter where you have moved to and it's the most efficient way to organize the reunion.
- There is a **free business directory** and **photo bulletin board**.
- It is an excellent way to keep in touch with your Kingsway friends and send messages without revealing your e-mail address, unless choosing to do so.
- You can enter a diary message and update it whenever you like.
- There is a **'no cost' footy tipping competition** with prizes and a **separate Knock Out Comp.**
- It enables alumni to keep in touch even when living interstate or overseas.

The software recognises all eligible students, so you can register automatically as follows:

- Go to Kingsway's homepage at www.kingsway.wa.edu.au
- Click on the 'Alumni tab' and select 'AOK Online.'
- Scroll down to the blue rectangle-shaped section for new users.
- Carefully enter your last name (**legal name as per the school's database**), first name, date of birth and Alumni Year, which will be 2018
- You must also enter a non-school email address.
- Click on 'Register'.
- Click on '**Update Your Details**' to add **your preferred name** or to add interests etc.
- You can also enter a diary message and update it whenever you like.
- It will be worth spending a few minutes looking at the directory to see who else is there and to find out what they have been doing since they left Kingsway.

PRINCIPAL'S GROUP

Top Students from Year 11 are invited to be a part of the Principal's Group. These students are selected based on their demonstrated ability and work ethics as indicated by their end of Year 11 examination results and/or grades in Tertiary Entrance courses.

STUDENT DRIVERS

Due to limited parking, students are not able to park their vehicles on campus.

YEAR 12 LEAVERS' JACKETS

The Year 12 Leavers' Jacket is worn by Year 12 students enrolled at the College to mark the end of their formal schooling at Kingsway Christian College. The Leavers' Jacket is not a compulsory uniform item. Students will be advised of the cost of the Leavers' Jacket as soon as it becomes available and payment must be made at the time the order is placed at the Uniform shop. The Leavers' Jackets will be distributed from the College Uniform shop. Further instructions will be provided by the Head of Students Year 11-12.

YEAR 12 GRIDLINE 2018

	UNIVERSITY ATAR COURSES						TAFE GENERAL COURSES		
LINE 1	Physics	Maths Methods	English	Literature	EALD	Maths Applications		General English	
LINE 2	Physical Education Studies	English	Maths Application	Maths Methods	French: Second Language	Geography	General Media Production	General Visual Art	
LINE 3	Human Biology	Economics	Physics	Engineering	Visual Art	Psychology	Maths Essential		General Food Science Technology (Product Development)
LINE 4	Politics & Law	Computer Science	Accounting	Maths Application	Music	Maths Specialist	General Materials, Design & Technology: Textiles	General Physical Education Studies	
LINE 5	Human Biology	English	Biology	Modern History	Chemistry		WPL & Cert II Business	WPL + Cert II in Creative Media	
LINE 6	Chemistry	Drama	Physical Education Studies	Maths Applications	Psychology		Materials Design & Technology (Wood)	Food Science Technology (Product Development)	

YEAR 12 COURSES LEADING TO UNIVERSITY

Course Name	Recommended Year 11 Pre-requisites	Year 12 Units
Accounting ATAR	C Grade Units 1 & 2	Units 3 & 4
Biology ATAR	C Grade Units 1 & 2	Units 3 & 4
Chemistry ATAR	C Grade Units 1 & 2	Units 3 & 4
Computer Science ATAR	C Grade Units 1 & 2	Units 3 & 4
Drama ATAR	C Grade Units 1 & 2	Units 3 & 4
English as an Additional Language Dialect ATAR	Appropriate for Overseas students only	Units 3 & 4
Economics ATAR	C Grade Units 1 & 2	Units 3 & 4
Engineering Studies ATAR	C Grade Units 1 & 2	Units 3 & 4
English ATAR	C Grade Units 1 & 2	Units 3 & 4
French ATAR	C Grade Units 1 & 2	Units 3 & 4
Geography ATAR	C Grade Units 1 & 2	Units 3 & 4
Human Biology ATAR	C Grade Units 1 & 2	Units 3 & 4
Literature ATAR	C Grade Units 1 & 2	Units 3 & 4
Mathematics Applications ATAR	C Grade Units 1 & 2	Units 3 & 4
Mathematics Methods ATAR	C Grade Units 1 & 2	Units 3 & 4
Mathematics Specialist ATAR	C Grade Units 1 & 2	Units 3 & 4
Modern History ATAR	C Grade Units 1 & 2	Units 3 & 4
Music ATAR	C Grade Units 1 & 2	Units 3 & 4
Physics ATAR	C Grade Units 1 & 2	Units 3 & 4
Physical Education Studies ATAR	C Grade Units 1 & 2	Units 3 & 4
Politics & Law ATAR	C Grade Units 1 & 2	Units 3 & 4
Psychology ATAR	C Grade Units 1 & 2	Units 3 & 4
Visual Arts ATAR	C Grade Units 1 & 2	Units 3 & 4

YEAR 12 COURSES LEADING TO TAFE

Course Name	Recommended Year 11 Prerequisite	Year 12 Units
English General	Unit 1 & 2	Unit 3 & 4
Food Science Technology General	C Grade Unit 1 & 2	Unit 3 & 4
Materials Design & Technology (Wood) General	C Grade Unit 1 & 2	Unit 3 & 4
Mathematics Essentials	C Grade Unit 1 & 2	Unit 3 & 4
Media Production & Analysis General;	C Grade Unit 1 & 2	Unit 3 & 4
Physical Education General	C Grade Unit 1 & 2	Unit 3 & 4
Textiles General	Nil	Unit 3 & 4
Visual Art General	C Grade Unit 1 & 2	Units 3 & 4
Cert II in Business	Cert II Business	Business Cert II
Cert II in Creative Industries	Cert II Creative Industries	Cert II Creative Industries

Course Descriptions

The following pages provide information of courses currently offered by the College and those that may be introduced into the College. It should be noted that some new courses are only being considered for introduction and there is no guarantee that the College will be in a position to offer them in 2018. This will be determined by student demand for these courses.

ACCOUNTING & FINANCE ATAR

Everyone has to make numerous financial decisions on a personal or business level, many of them with far reaching consequences. The Accounting and Finance ATAR course aims to make students financially literate by creating an understanding of the systems and processes through which management and financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. Financial literacy gives individuals the ability to make sound financial judgements, based on information analysis. In an age when many business practices and ethical standards are being questioned, awareness of the ways financial practices impact on their lives helps students take responsibility for their own financial commitments. It empowers them, giving them an understanding of the local, national and global influences on financial matters. It give them the problem-solving skills to operate at many levels of financial decision making, from banking transactions to the management of personal investments and the financial planning and control of businesses.

Through engagement with the Accounting and Finance ATAR course, students develop an understanding of the fundamentals on which accounting and financial management are based. Many students will find themselves self-employed and there is a high probability that they will have to engage in some form of accounting practices. Having an understanding of these practices enables them to analyse their own financial data and make informed decisions based on that analysis. This Year 12 syllabus focuses on the preparation, interpretation and communication of accounting information essential for effective decision making within and outside the organisation. Financial management involves the recording, calculation, analysis and interpretation of financial information and data. Management accounting processes, which involve the production of internal reports for internal users and financial accounting processes, which involve the production of general purpose reports for external users, are both used to analyse and interpret financial data. This Year 12 syllabus requires students to develop an understanding of the purpose of the reports produced within both management and financial accounting contexts, and use the information in the reports to make sound financial decisions with the aim of maximising business performance.

Unit 3

The focus for this unit is on internal management for business. Students prepare and interpret budgets and performance reports in relation to forecasting a business's future. The unit distinguishes between internal and external reporting requirements. Decision-making processes using cost accounting techniques, cost volume profit analysis and capital investment decisions are features of this unit. The unit focuses on critical analysis of financial information. The unit also explores the importance of short and long term planning for business.

Unit 4

The focus for this unit is on Australian reporting entities and how they are regulated by the Corporations Act 2001. The formation, operations and general purpose financial reporting of companies in Australia are covered in this unit. The Framework for the Preparation and Presentation of General Purpose Financial Reports (The Framework) and the Accounting Standards are used in the preparation of the financial statements for a reporting entity. These statements are interpreted to assess the performance of a public company. The financing options of larger entities are identified and evaluated, particularly in relation to conformity with basic principles, including profitability and stability. The unit addresses corporate social disclosure issues and ethical behaviour within corporations.

Possible career opportunities

University – Chartered Accountant, Accountant

(financial/management/forensic/auditing/taxation/corporate advisory/etc.), financial manager, financial advisor, treasury, business analyst, insurance, etc.

TAFE – Certificate IV in Accounting, Diploma of Accounting (Office Manager, Assistant Accountant, Accounting Clerk, Bookkeeper, Registered BAS Agent, Tax Agent, etc.)

Contact: Mrs J Arthur

BIOLOGY ATAR

The Biology ATAR course for the Year 12 Syllabus has three inter-related strands – Science Inquiry Skills, Science as a Human Endeavour and Science Understanding, which build on students' learning in the Year 7 – 10 Science curriculum. The Year 12 Syllabus is divided into two units, each of a semester duration, which are typically delivered as a pair.

Unit 3 – Continuity of Species

In this unit, students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.

Unit 4 – Surviving in a changing environment

In this unit, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider factors that encourage or reduce the spread of infectious disease at the population level.

In both these units, through the investigation of appropriate contexts, students explore how international collaboration, evidence from multiple disciplines and the use of ICT and other technologies have contributed to the study and conservation of national, regional and global

biodiversity. They investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which scientific knowledge interacts with social, economic, cultural and ethical factors.

Contact: Dr S Yap

CHEMISTRY ATAR

The Chemistry ATAR course for the Year 12 Syllabus has three inter-related strands – Science Inquiry Skills, Science as a Human Endeavour and Science Understanding, which build on students' learning in the Year 7 – 10 Science curriculum. The Year 12 Syllabus is divided into two units, each of a semester duration, which are typically delivered as a pair.

Unit 3– Equilibrium, acids and bases, and redox reactions

In this unit, students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-based behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells. Through the investigation of appropriate contexts, students explore the ways in which models and theories related to acid-base and redox reactions, and their applications, have developed over time and through interactions with social, economic and ethical considerations. They explore the ways in which chemistry contributes to contemporary debate in industrial and environmental contexts, including the use of energy, evaluation of risk and action for sustainability, and they recognise the limitations of science in providing definitive answers in different contexts.

Unit 4 – Organic chemistry and chemical synthesis

In this unit, students develop their understanding of the relationship between structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes. Through the investigation of appropriate contexts, students explore the ways in which models and theories related to acid-base and redox reactions, and their applications, have developed over time and through interactions with social, economic and ethical considerations. They explore the ways in which chemistry contributes to contemporary debate in industrial and environmental contexts, including the use of energy, evaluation of risk and action for sustainability, and they recognise the limitations of science in providing definitive answers in different contexts.

Possible career opportunities

Chemical Engineering, Metallurgy, Medicine, Pharmacy, Engineering, Agriculture, Veterinarian.

Contact: Dr S Yap

COMPUTER SCIENCE ATAR

Unit 3

Students learn about the design concepts and tools used to develop relational database systems. They consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed.

Unit 4

Students gain the knowledge and skills to create software. They use algorithms and structured programming to design and implement software solutions for a range of problems using the software development cycle (SDC). Students examine attitudes and values that lead to the creation and use of computer-based systems and their effect on society. They consider networks, communication systems, including security and protocols.

Possible Career Opportunities

Computer science at university leads towards a career in computer science or information technology.

Contact - Mrs J Arthur

DRAMA ATAR

Unit 3

The focus for this unit is to reinterpret dramatic text, context, forms and styles for contemporary audiences through applying theoretical and practitioner approaches. This includes physical theatre approaches, such as Jacques Lecoq, Anne Bogart and Tadashi Suzuki and text-based approaches, such as Theatre of the Absurd, Asian theatre and Poor Theatre. In this unit, students work on the reinterpretation of text, subtext, context, form and style through in-depth study, working independently and collaboratively to produce scripted work.

Unit 4

The focus for this unit is interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama. This includes contemporary theatre approaches, such as Barrie Kosky and Robert Lepage and experimental approaches, such as Robert Wilson and VE Meyerhold. In this unit, students show their understanding of how a range of practical and theoretical approaches manipulate the elements of drama to devise and perform original work. This unit builds on the content covered in Unit 3.

already acquired. Students expand their understanding of media languages, learning how codes and conventions are used to construct entertainment media. They examine the process of representation and the way values are constructed in media work. Students consider how the experiences of audiences influence their responses to media and how media work is shaped by the production context and through the production process. Students analyse, view, listen to and interact with interesting and relevant media work. They also generate ideas and learn production skills and processes as they apply their knowledge and creativity in their productions.

Unit 4 – Representation and reality

The focus for this unit is on representation and reality. Representation is the act of representing or constructing identities, places or ideas based on shared values and understandings. Students will consider different types of representations and how they relate to the construction of reality within media work. Within this broad focus, students have the opportunity to choose from a range of media genres and styles and examine ways in which codes, conventions and techniques are used to dramatise and re-present reality while at the same time engaging and informing audiences. In contexts related to representation and reality, students analyse, view, listen and interact with a variety of media work. They learn about production controls, constraints and responsibilities. Students continue to develop strategies and production skills when creating their own media work.

The Year 12 Media Production and Analysis General Course is assessed through practical production work, written responses and an external written examination with a 15% weighting.

Possible Career Opportunities

This course prepares students for a variety of post-school pathways, including TAFE certificate courses, tertiary studies or employment. It provides students with a diverse range of employment opportunities incorporating media including; marketing and promotions, game design, multi media design, television and film production, editing, sound and lighting engineering, journalism, radio broadcasting, advertising and photography.

Contact – Mrs N Drazovic

MUSIC GENERAL

In this Music course students have opportunities to develop and extend their musical understandings, abilities and potential in a range of contexts. The contexts defined in the Music course are: Western Art Music, Jazz, and Contemporary Music. The focus for 2018 will be a combination of Music for Music Theatre, Music for Film and Television, and World and Indigenous Music.



KINGSWAY CHRISTIAN COLLEGE

CRICOS # 01855M